

TERMS OF REFERENCE

Design of a Scalable Heal to Grow Model

Colombia
CO-T1781

[Web link to approved document]

Heal to Grow: Scaling Impact in Colombia

1. Background and Justification

- 1.1 Decades of research have produced a wide spectrum of evidence-based education models and programs for use in schools globally. This evidence is often generated through pilot models that demonstrate significant impact in controlled, small-scale environments. However, limited evidence is available on what happens to impact when these models are brought to scale. What works in a pilot may not work on a larger scale due to differences in context and resources. To bridge this gap between small-scale pilots and broader educational practice, it is essential to identify the core elements for successfully scaling education models and programs. One key aspect to explore is how to ensure process quality when scaling an education model, as training for example 200 teachers differs vastly from training 20,000. Another critical element to study is how to maintain the structural quality of a model during scaling, including equipment, infrastructure, and educational materials. Equally important is figuring out how to maintain implementation fidelity to ensure the model's core components are consistently applied. Developing a comprehensive understanding of these elements is vital for the successful and impactful scaling of educational interventions.
- 1.2 **Heal to Grow (HtG).** Initial education teachers are critical in ensuring the integral development of young children, including their socio-emotional development. However, evidence suggests that educators of young children experience high levels of stress and job dissatisfaction,¹ which can spill over into their work with caregivers and children². A regional study led by the IDB found that initial education teachers in Colombia are presenting significantly stress levels and multiple symptoms of emotional burnout.³
- 1.3 In response to the study, the Colombian Institute of Family Welfare (ICBF) designed and launched the Heal to Grow (HtG) Program to improve early childhood educators' social-emotional well-being. In the program, educators attend weekly group training and practice sessions, with content focusing on their social-emotional well-being, social-emotional strengthening of children, and socio-emotional strengthening in the family environment. HtG was piloted through a boutique design using trainers

¹ Quinn, Emilee L., Bert Stover, Jennifer J. Otten, and Noah Seixas. "Early care and education workers' experience and stress during the COVID-19 pandemic." *International journal of environmental research and public health* 19, no. 5 (2022): 2670.

Ntim, Seth Yeboah, Jinliang Qin, Collins Opoku Antwi, Michael Osei Aboagye, Siyuan Chen, and Elijah Takyi Mensah. "Early childhood educators' emotional labor and burnout in an emerging economy: The mediating roles of affective states." *Heliyon* 9, no. 3 (2023).

² [Näslund-Hadley, Emma and Arias, Elena \(2022\). "How Should Schools Respond to the COVID-19 Mental Health Crisis?"](#)

³ [Arias, et al. How to Reboot Education Post-Pandemic: Delivering on the Promise of a Better Future for Youth. \(2022\): 178-238.](#)

hired directly and trained by ICBF. The IDB and the non-governmental organization Innovations for Poverty Action (IPA) supported the ICBF in the evaluation of HtG through a randomized design. The piloting was done in Bogota, Cali, Medellín, Bello, and Soacha. A total of 1,232 early educators in 632 units (an initial education and care setting) were randomly assigned to either participate in HtG or serve as the comparison group. The 2023 impact evaluation of the pilot shows that HtG improves the social-emotional and mindfulness skills of ECD teachers and strengthens their interactions and strategies to foster socioemotional skills in children.

- 1.4 While the 2023 piloting of HtG was implemented by ICBF staff, the institute typically outsources the scaling of programs. In a similar vein, the ICBF aims to scale HtG through an outsourced model that contract civil society organizations for the training of educators. Aware of the challenges in maintaining impact when going to scale, the ICBF is interested in developing and experimentally testing a scalable implementation model of HtG. The questions that the ICBF wishes to answer include: How can they maintain process quality when scaling? How can they maintain fidelity of the model? How can they adapt key features of the model to maintain quality when scaled? The proposed TC is of strategic importance for the IDB and the ICBF as there is a very limited body of evidence on how to maintain impact when scaling education sector interventions. The key elements for maintaining quality of processes, structures and the fidelity of a scalable HtG model will provide insights for the scaling of impacts from other pilots.
- 1.5 **Research Question.** How can the HtG model maintain its impact on early childhood educators' socio-emotional well-being and mindfulness skills when scaled through outsourced implementation?

2. **Objectives**

- 2.1. The objective of the TC is to help develop and experimentally evaluate a highly scripted HtG outsourced early educator training model. The TC will contribute to the understanding the linkage between key execution issues and the effectiveness of education programs.

3. **Scope of Services**

- 3.1. Provide technical advice in the development and validation of an HtG model that is scalable through outsourcing by the ICBF.

4. **Key Activities**

- 4.1. The consulting firm will carry out the following activities:
 - 4.1.1. Develop a Train-the-Trainer Program, an intensive program to prepare third-party trainers, ensuring they understand the HtG methodology and can deliver the content effectively
 - 4.1.2. Develop a training guide with scripted sessions with clear instructions for activities, discussions, and evaluations to maintain consistency across different training cohorts
 - 4.1.3. Establish structured feedback mechanisms for trainers and educators to provide insights on the training process and content effectiveness
 - 4.1.4. Establish a system for tracking key outcomes related to early educators' socio-emotional and mindfulness skills, as well as their application in the classroom; and
 - 4.1.5. Develop guidelines for adapting the training content and delivery methods to suit different contexts, particularly rural areas and environments with limited connectivity.

5. Expected Outcome and Deliverables

5.1. The consultant will submit the following:

- 5.1.1. A detailed work plan
- 5.1.2. Train the Trainer program proposal with training guide
- 5.1.3. Proposal for feedback and monitoring mechanisms for trainers and educators
- 5.1.4. Handbook for adapting training to other contexts
- 5.1.5. Report on validation of materials with updated materials

6. Project Schedule and Milestones

6.1. The project will be implemented in 2025. The timeline for developing the program is 12 months, including nine months for program development and three months to validate.

7. Reporting Requirements

7.1. Reports must be submitted in electronic PDF files to Emma Naslund-Hadley (emman@iadb.org).

8. Acceptance Criteria

8.1. Acceptance of consultancy products will be based on international practices for human subject research, and experimental evaluations.

9. Other Requirements

9.1. *n/a*

10. Supervision and Reporting

10.1. The consultancy firm will report to Emma Naslund-Hadley (emman@iadb.org), including regular meetings with the IDB over the course of the contract.

11. Schedule of Payments

11.1. Payment terms will be based on project milestones or deliverables. The Bank does not expect to make advance payments under consulting contracts unless a significant amount of travel is required. The Bank wishes to receive the most competitive cost proposal for the services described herein.

11.2. The IDB Official Exchange Rate indicated in the RFP will be applied for necessary conversions of local currency payments.

Payment Schedule	
<i>Deliverable</i>	%
1. <i>Against work plan</i>	20%
2. <i>Program proposal</i>	20%
3. <i>Feedback and monitoring proposal</i>	20%
4. <i>Handbook for program adaptation</i>	10%
5. <i>Final report on validation with updated training program and guidelines</i>	10%
TOTAL	100%

SCL/EDU CO-T1781 Education Consultant

HQ

The IDB Group is a community of diverse, versatile, and passionate people who come together on a journey to improve lives in Latin America and the Caribbean. Our people find purpose and do what they love in an inclusive, collaborative, agile, and rewarding environment.

[The Social Sector \(SCL\)](#) is a multidisciplinary team convinced that investing in people is the way to improve lives and overcome the development challenges in Latin America and the Caribbean. Jointly with the countries in the region, the Social Sector formulates public policy solutions to reduce poverty and improve the delivery of education, work, social protection, and health services. The objective is to advance a more productive region, with equal opportunities for men and women, and greater inclusion of the most vulnerable groups.

The IDB Group helps Latin American and Caribbean countries promote skills development and lifelong learning as a strategy to ensure that citizens can contribute productively to society, improve their well-being, and be good citizens. To this end, it works with the countries of the region in [five lines of action](#):

- i. ensure that people have equitable access to relevant, high-quality learning opportunities throughout their lives.
- ii. strengthen quality and relevance assurance mechanisms.
- iii. consolidate and develop better financing and co-financing mechanisms to improve efficiency, effectiveness, and coverage of skills development opportunities.
- iv. take advantage of the use of technology to increase equity and access to skills development opportunities and improve the efficiency of skills development systems; and
- v. actively promote the generation and use of evidence to inform decisions about skills development.

About this position

We are looking for a team-minded, results oriented, adaptable SCL/EDU CO-T1781 Education Consultant. As SCL/EDU CO-T1781 Education consultant you will Provide operational and research support related to an experimental evaluation of a teacher training in mental health in Colombia.

You will work in the Division of Education (SCL/EDU) part of the Social Sector Department. This team is responsible for supporting education systems of Latin America and the Caribbean countries to reach five dimensions that will contribute to making them successful in promoting effective teaching and learning among all children and youth.

The objective of this consultancy is to Provide analytical support in the analysis of data from the experimental evaluation and the drafting of a discussion paper.

What you'll do:

- Provide analytical in the analysis of experimental data.
- Assist in database management (merge and clean large datasets) and analysis using STATA.
- Conduct statistical analysis of evaluation sample diagnostics and post-treatment characteristics, including checking for experimental group balance, attrition, regression assumptions and experimental effects. This will include drawing on the qualitative research to help interpret the quantitative findings.
- Conduct literature reviews of related studies and theories to contextualize the relevance of studies.
- Describe methodology and implementation proceedings in the execution of contract terms, with attention to implementation events that are important in interpreting final results.
- Write analytical reports of implementation and treatment results, incorporating quantitative and qualitative results to clarify the use and effect of treatment and incorporate feedback into subsequent versions of the analysis throughout the publication process.
- Draft policy notes on the findings from the project results.

What you'll need

- **Education:** Master's Degree (or equivalent advanced degree) in Economics or other fields relevant to the responsibilities of the role.
- **Experience:** At Least 5 years but less than 10 years in Economic analysis, social policy, operational work
- **Languages:** Proficiency in Spanish and English, spoken and written, is required. Additional knowledge of French and Portuguese is preferable

Key skills:

- Learn continuously
- Collaborate and share knowledge
- Focus on clients
- Communicate and influence
- Innovate and try new things
-

Requirements:

- **Citizenship:** You are a citizen of one of our 48-member countries.
- **Consanguinity:** You have no family members (up to the fourth degree of consanguinity and second degree of affinity, including spouse) working at the IDB, IDB Invest, or IDB Lab.
- **COVID-19 considerations:** the health and safety of our employees are our number one priority. As a condition of employment, IDB/IDB Invest requires all new hires to be fully vaccinated against COVID-19.

Type of contract and duration:

- **Type of contract:** International Consultant Full-Time
- **Length of contract:** 4 months

What we offer

The IDB group provides benefits that respond to the different needs and moments of an employee's life. These benefits include:

- A **competitive compensation** package.
- **Leaves and vacations:** 2 days per month of contract + gender- neutral parental leave
- **Health Insurance:** the IDB Group provides a monthly allowance for the purchase of health insurance
- **Savings plan:** The IDB Group cares about your future, depending on the length of the contract, you will receive a monthly savings plan allowance.
- We offer assistance with **relocation and visa applications** for you and your family when it applies

- **Hybrid and flexible** work schedules
- **Development support:** We offer learning opportunities to boost your professional profile such as seminars, 1:1 professional counseling, and much more.
- **Health and wellbeing:** Access to our Health Services Center which provides preventive care and health education for all employees.
- **Other perks:** Lactation Room, Daycare Center, Gym, Bike Racks, Parking, and others.

Our culture

At the IDB Group we work so everyone brings their best and authentic selves to work, willing to try new approaches without fear, and where they are accountable and rewarded for their actions.

Diversity, Equity, Inclusion and Belonging (DEIB) are at the center of our organization. We celebrate all dimensions of diversity and encourage women, LGBTQ+ people, persons with disabilities, Afro-descendants, and Indigenous people to apply.

We will ensure that individuals with disabilities are provided reasonable accommodation to participate in the job interview process. If you are a qualified candidate with a disability, please e-mail us at diversity@iadb.org to request reasonable accommodation to complete this application.

Our Human Resources Team reviews carefully every application.

About the IDB Group

The IDB Group, composed of the Inter-American Development Bank (IDB), IDB Invest, and the IDB Lab offers flexible financing solutions to its member countries to finance economic and social development through lending and grants to public and private entities in Latin America and the Caribbean.

About IDB

We work to improve lives in Latin America and the Caribbean. Through financial and technical support for countries working to reduce poverty and inequality, we help improve health and education and advance infrastructure. Our aim is to achieve development in a sustainable, climate-friendly way. With a history dating back to 1959, today we are the leading source of development financing for Latin America and the Caribbean. We provide loans, grants, and technical assistance; and we conduct extensive research. We maintain a strong commitment to achieving measurable results and the highest standards of integrity, transparency, and accountability.

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SCL/EDU CO-T1781 Education Consultant HQ

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Type of contract and duration:

- **Type of contract:** International Consultant Full-Time
- **Length of contract:** 2 months

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